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ABSTRACT

The Saginaw Successful Schools Project (SSSP) is a structured process through which school staffs can cooperatively identify and address their most needed areas for improvement. It is a structured approach that integrates group process principles of participation in decision making with solid research on instructional and school effectiveness. Five assumptions underlie SSSP: (1) the school building is the key unit for change; (2) the school's organizational climate influences the success of improvement efforts; (3) the point of departure for school improvement is instructional effectiveness and school effectiveness research; (4) school staff members play key roles in determining the nature and direction of improvement efforts; and (5) ownership and commitment to improvement are natural consequences of shared planning and decision making. The following materials are included: The School Improvement Survey; School Improvement Profile for an Individual; guidelines for administering and scoring the School Improvement Survey; School Improvement Commitment Sheet and an explanation and directions for administering; background materials on process for building assistance teams; SSSP--School Improvement Survey analysis strategies; interpreting building profiles and setting priorities; and developing building level program plans. (PN)

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HOW EVALUATORS CAN HELP FOSTER MORE EFFECTIVE SCHOOLS

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"Evaluation '85"
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OVERVIEW OF THE SAGINAW SUCCESSFUL SCHOOLS PROJECT

SSSP: A structured process through which school staffs can cooperatively identify and address their most needed areas for improvement.

SSSP: A structured approach that integrates group process principles of participation in decision making with solid research on instructional and school effectiveness.

Assumptions Underlying SSSP

1. The school building is the key unit for change.

2. The school's organizational climate influences the success of improvement efforts.

3. The point of departure for school improvement is instructional effectiveness and school effectiveness research. (See philosophy statement and list of variables which guides SSSP.)

4. School staff members play key roles in determining the nature and direction of improvement efforts.

5. Ownership and commitment to improvement are natural consequences of shared planning and decision making.

The Phases of SSSP

Familiarization ... where the principal and the staff of a school come to understand the key features of SSSP and make a commitment to the process.

Assessment and Goal Setting ... in which the teachers and administrators of a school examine four dimensions of their school as it is and as they believe it could and should be, select their most important area(s) of improvement, and choose their planning committee.

Planning and Decision Making ... where the planning committee, with input from colleagues, prepare a plan for achieving their school's improvement goal(s); and where the total staff reviews the plan and approves it for implementation.

Implementation and Monitoring ... in which the activities, events, and tasks spelled out in their plan are carried out; and in which the planning committee keeps track of what's occurring and keeps their colleagues updated on their progress.

Documentation and Evaluation ... where the impact of the school improvement effort is recorded and evaluated and where the staff decides how to initiate a new cycle of improvement activity.

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SAGINAW SUCCESSFUL SCHOOLS PROJECT
PHILOSOPHY AND CRITICAL VARIABLES

Our basic premise maintains that in the final analysis, the role of a school system is to serve the welfare of students and that all decisions regarding program, organization, staffing and facilities must ultimately be decided in terms of the contributions these decisions make to the teaching/learning process. We believe all children can learn and therefore we expect the best from both teachers and learners and will be satisfied with nothing less. In light of this the professional staff is committed to responsible management of the critical variables embodied in the statements listed below which have been found to contribute significantly to the creation and maintenance of effective schools.

1. Maintain a teaching staff which holds high expectations for students.

2. Maintain a staff of principals which holds high expectations for students and teachers and which sees its primary role as being instructional leaders at the building level.

3. Encourage a structured approach to classroom teaching where clear, specific goals and objectives are sysmatically planned for and pursued.

4. Support teaching which incorporates ongoing monitoring of student learning behavior and provides periodic feedback to students.

5. Support teaching behaviors which increase the amount of time on task.

6. Persist in implementing fair and firm discipline procedures for students through the implementation of the Assertive Discipline Program.

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7. Encourage the appropriate use of positive reinforcement with students.

8. Maintain a staff of principals that emphasizes the monitoring of teacher instructional behavior and provides feedback to teachers regarding their technique.

9. Encourage all professional staff in the use of assessment, evaluative data and procedures.

10. Emphasize a sound program of staff development by continuing to focus on the implementation of the Instructional Theory Into Practice Program.

11. Continue to emphasize the maintenance of clean and orderly school buildings.

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SCHOOL: _____

THE SCHOOL IMPROVEMENT SURVEY

Within any school, a variety of characteristics influence to a greater or lesser degree the effectiveness and professional satisfaction of those who work there. Four of these characteristics are particularly worth examining because to a considerable degree, they can be controlled or influenced by staff members.

When viewed as a composite, these characteristics provide a "picture" or profile of life in that school as seen by those who work there. This picture or profile provides information that school staff can use to make decisions about areas for school improvement that are most important to them.

Below is a series of statements concerning these four sets of effectiveness/satisfaction characteristics. On the scale to the LEFT of each statement place an "X" at the point that represents your estimate of the present situation in your school. On the scale to the RIGHT of each statement place an "X" at the point that represents where you believe your school should be and could be.

I. TEAMWORK AND COMMUNICATION

THE PRESENT SITUATION IN MY SCHOOL									HOW MY SCHOOL SHOULD BE AND COULD BE								
very rarely		occasionally		more often than not			almost always		very rarely		occasionally		more often than not			almost always	
1	2	3	4	5	6	7	8	a. Communication among teachers about school matters is open and candid....	1	2	3	4	5	6	7	8	

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	THE PRESENT SITUATION IN MY SCHOOL		HOW MY SCHOOL SHOULD BE AND COULD BE	
b.	Communication between the principal and teachers is open and candid...	very rarely ' ' 1 2	occasion-ally ' ' 3 4	more often than not ' ' 5 6	almost always ' ' 7 8
c.	We use cooperation and teamwork in our efforts to accomplish our goals....	very little ' ' 1 2	sometimes ' ' 3 4	quite a bit ' ' 5 6	a very great deal ' ' 7 8
d.	Staff members plan together and coordinate their efforts....	seldom ' ' 1 2	once in awhile ' ' 3 4	fre-quently ' ' 5 6	almost always ' ' 7 8
e.	Conflicts among teachers are....	usually ignored or suppressed ' ' 1 2	raised but seldom resolved ' ' 3 4	resolved by all those affected ' ' 5 6	7 8
II.	ADMINISTRATOR - TEACHER RELATIONS				
f.	The principal knows the problems faced by teachers...	not at all ' ' 1 2	somewhat ' ' 3 4	quite a bit ' ' 5 6	very well ' ' 7 8
g.	The principal tries to help me with my problems....	very rarely ' ' 1 2	occasion-ally ' ' 3 4	more often than not ' ' 5 6	almost always ' ' 7 8

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	THE PRESENT SITUATION IN MY SCHOOL	HOW MY SCHOOL SHOULD BE AND COULD BE
h.	The principal gives me useful ideas and information.	rarely / once in awhile / often / very frequently 1 2 3 4 5 6 7 8
i.	I feel free to talk with the principal about school matters.	almost never / depends on the topic / yes, almost always 1 2 3 4 5 6 7 8
j.	The level of trust between teachers and the principal is....	very low / low / moderate / very high 1 2 3 4 5 6 7 8
k.	Conflicts between teachers and principal are....	usually ignored or suppressed / resolved by principal / resolved all thos affected 1 2 3 4 5 6 7 8

III. SCHOOL EFFECTIVENESS

l.	The acquisition of basic skills by students takes precedence over other school activities....	not at all / to some extent / quite a bit / completely 1 2 3 4 5 6 7 8
m.	This school's goals/expectations for students' educational performance are....	very low / below average / above average / very high 1 2 3 4 5 6 7 8

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THE PRESENT SITUATION IN MY SCHOOL		HOW MY SCHOOL SHOULD BE AND COULD BE
	n. The day-to-day climate in our building is....	
disorderly . . . . . orderly 1 2 3 4 5 6 7 8	n-1	disorderly . . . . . orderly 1 2 3 4 5 6 7 8
noisy . . . . . quiet 1 2 3 4 5 6 7 8	n-2	noisy . . . . . quiet 1 2 3 4 5 6 7 8
oppressive . . . . . comfortable 1 2 3 4 5 6 7 8	n-3	oppressive . . . . . comfortable 1 2 3 4 5 6 7 8
rigid . . . . . flexible 1 2 3 4 5 6 7 8	n-4	rigid . . . . . flexible 1 2 3 4 5 6 7 8
rarely . occasionally . considerably . almost always 1 2 3 4 5 6 7 8	o. The principal helps the staff focus on accomplishing the schools' goals for students....	rarely . occasionally . considerably . almost always 1 2 3 4 5 6 7 8
rarely . occasionally . considerably . almost always 1 2 3 4 5 6 7 8	p. The teachers help each other stay focused on accomplishing the schools' goals for students....	rarely . occasionally . considerably . almost always 1 2 3 4 5 6 7 8

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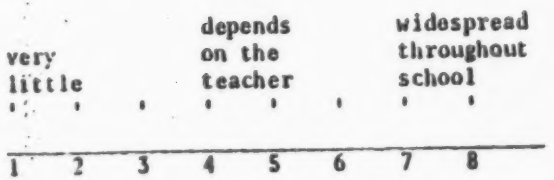
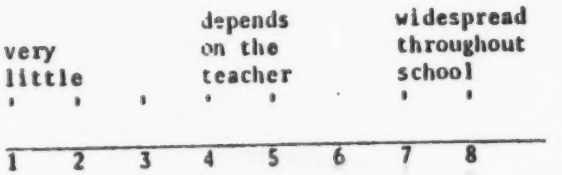
IV. INSTRUCTIONAL EFFECTIVENESS

THE PRESENT SITUATION IN MY SCHOOL

HOW MY SCHOOL SHOULD BE AND COULD BE

q. The staff works to maximize time spent on instruction....

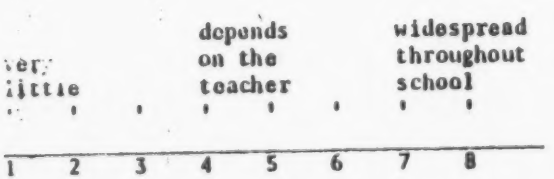


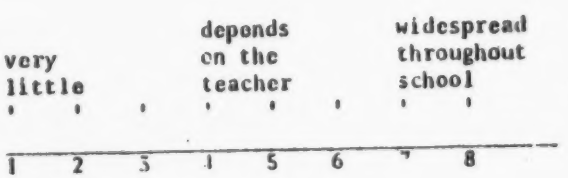


For example,

- Teachers reinforce students when they attend to instructional tasks.
- Staff minimizes time spent on non-instructional activities.
- Teachers spend most of their time in direct instructional contact with students.

r. Staff gives accurate feedback to students in a positive manner....





For example,

- The staff praises students often, but only for correct responses.
- Staff specifies the particular behavior or accomplishment being praised.
- Staff informs students of behaviors that are desirable and worthy of reinforcement.

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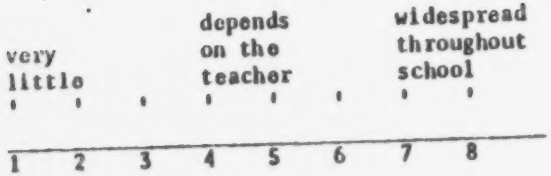
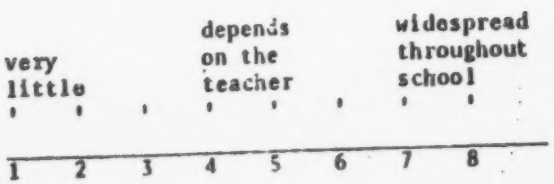
THE PRESENT SITUATION IN MY SCHOOL



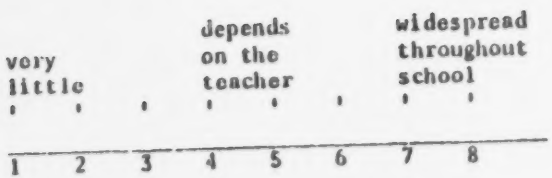
HOW MY SCHOOL SHOULD BE AND COULD BE

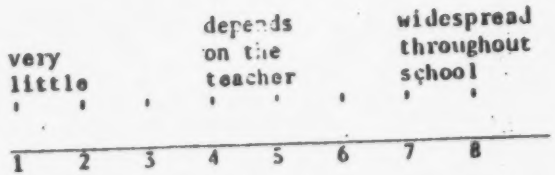


s. Tutoring on a one-on-one basis is used in my school....

For example,

- Older students work with younger students to improve their academic performance.
- Students needing help are often paired with classmates who are able to provide assistance.
- Adults, such as aides and volunteers, often work with students needing assistance.





t. Teachers ask questions and elicit student responses...

For example,

- Teachers call on all students - not just the best prepared or most verbal.
- Teachers ask questions that require students to build on small discrete "links" in a "chain" of learning.
- Teachers monitor student responses and adjust their lesson plans accordingly.

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THE PRESENT SITUATION IN MY SCHOOL

rarely ... occasionally ... consistently

1 2 3 4 5 6 7 8

u. The principal sets high, but achievable goals for students....

For example,

: The principal assumes responsibility for setting and meeting goals in this school.

: The principal expresses commitment to goal attainment; for example, he or she observes classrooms frequently, provides useful inservice, and/or monitors teacher performance.

· Teachers and the principal explicitly communicate about student progress toward goals.

: The principal expects that even low achieving students can be brought to grade level.

HOW MY SCHOOL SHOULD BE AND COULD BE

rarely ... occasionally ... consistently

1 2 3 4 5 6 7 8

10

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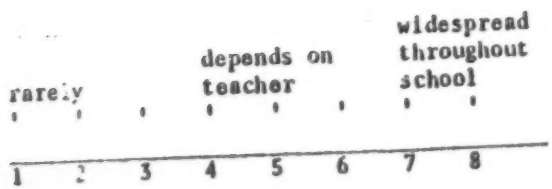
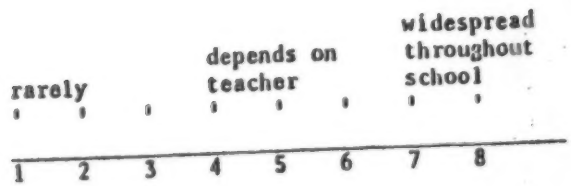
THE PRESENT SITUATION IN MY SCHOOL



HOW MY SCHOOL SHOULD BE AND COULD BE



v. Teachers set high, but achievable goals for students....

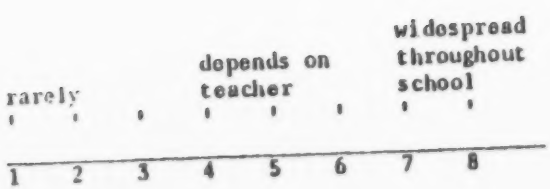
For example,

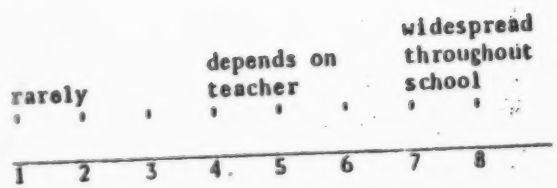
: Teacher assumes responsibility for setting and meeting goals in their classrooms.

: Teachers expect that even low achieving students can be brought to grade level.

: Teachers in this school believe that they have an impact on student performance.

11





w. The staff in this school monitor student progress toward the achievement of instructional goals....

For example,

: The principal and teachers have a system for communicating with each other about the progress of students.

: Teachers have a well-defined method of checking pupil progress; for example, criterion - referenced tests, homework, checklists, unit or textbook quizzes or tests.

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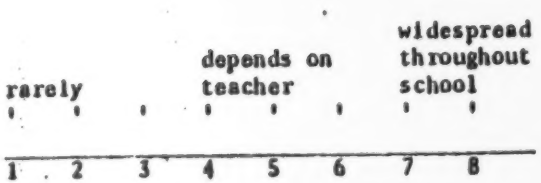
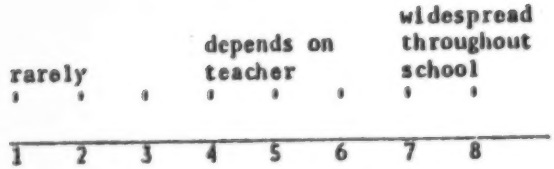
THE PRESENT SITUATION IN MY SCHOOL

HOW MY SCHOOL SHOULD BE AND COULD BE

x. Teachers in this school manage classrooms effectively....

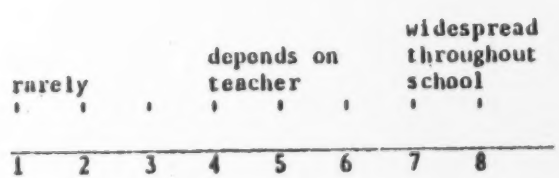


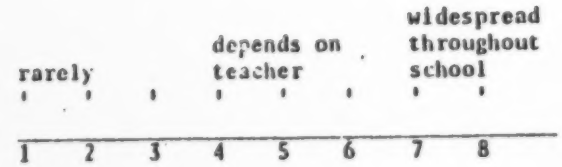


For example,

- Teachers monitor simultaneous student activities in their classrooms.
- Teachers organize classroom "housekeeping" activities so as to maximize time for instructional activities so that goals are clear and can be accomplished.
- Teachers combine task orientation with warmth and encouragement.

y. Parents are actively involved in the education of their children....





For example,

- Parents volunteer to serve as aides or paraprofessionals in my school.
- The staff suggest specific educational activities for parents to use with their children.
- Parents are informed of their children's progress on a regular basis.

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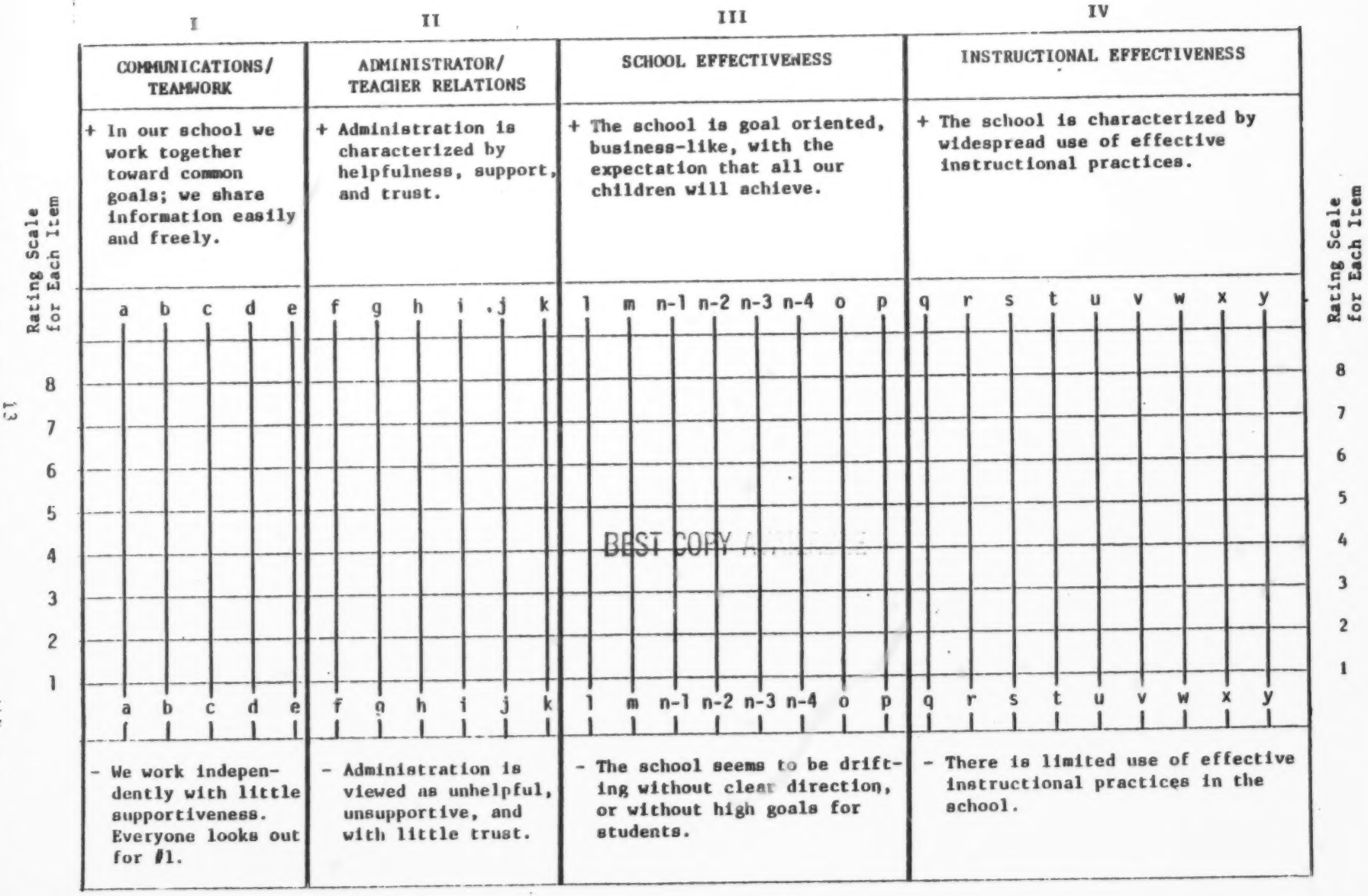
SAGINAW'S SUCCESSFUL SCHOOLS PROJECT
SCHOOL IMPROVEMENT PROFILE FOR AN INDIVIDUAL


I
II
III
IV
COMMUNICATIONS/ TEAMWORK
ADMINISTRATOR/ TEACHER RELATIONS
SCHOOL EFFECTIVENESS
INSTRUCTIONAL EFFECTIVENESS
+ In our school we work together toward common goals; we share information easily and freely.
+ Administration is characterized by helpfulness, support, and trust.
+ The school is goal oriented, business-like, with the expectation that all our children will achieve.
+ The school is characterized by widespread use of effective instructional practices.
Rating Scale for Each Item
a b c d e
f g h i j k
l m n-1 n-2 n-3 n-4 o p
q r s t u v w x y
8 7 6 5 4 3 2 1
- We work independently with little supportiveness. Everyone looks out for #1.
- Administration is viewed as unhelpful, unsupportive, and with little trust.
- The school seems to be drifting without clear direction, or without high goals for students.
- There is limited use of effective instructional practices in the school.

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GUIDELINES FOR ADMINISTERING AND SCORING SCHOOL IMPROVEMENT SURVEY

In this phase you will be (1) conducting a staff meeting to administer the School Improvement Survey (S.I.S.), and (2) understanding how the survey results are prepared for examination by the staff. The following guidelines are organized accordingly.

A. INITIAL SESSION

Time: Approximately 45 minutes.

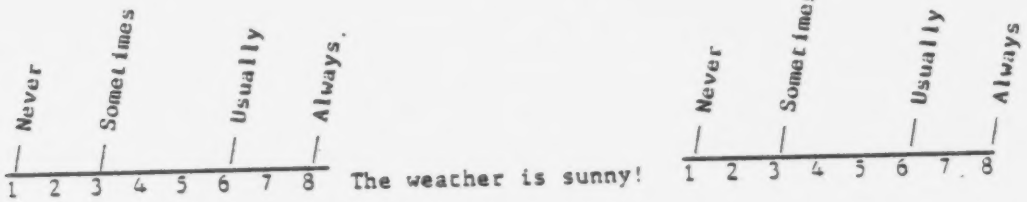
Materials: School Improvement Survey, Individual School Improvement Profile Sheet, collection of red and blue pencils (or pens), magic markers, newsprint pad, easel.

Objectives: Participants will complete the School Improvement Survey; participants will prepare individual profiles based on S.I.S. and discuss profiles in groups of two.

Process:

1. When group is convened, indicate the objectives for this session.

2. Distribute S.I.S. asking group not to start until they get the signal to do so. Read aloud the instructions at the top of the School Improvement Survey. It is important to emphasize that each item is to be responded to twice. Put example on newsprint—for example:



3. Ask the group if there are any questions; if not, direct them to complete the S.I.S., indicating that they'll have about 15 minutes to do so.

4. As the staff members are completing the instrument, circulate among them, distributing red and blue pencils/pens strategically around the room. As you're doing this, observe whether they are properly responding to the S.I.S. (i.e., responding in each column—present situation and should be/could be). If necessary, provide assistance to individuals.

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5. After approximately 10 minutes, give a five minute notification. Of course, if the group finishes in less than the allotted time, proceed to next activity.

6. When all members of the group have finished, indicate that the next step will be to prepare profiles or "pictures" of their individual assessments. Point out that red and blue pencils (pens) have been distributed for their use in making their profiles. Describe the procedure for the production of their individual profiles, illustrating the proceeding on newsprint: --VERY CRITICAL: Red for present situation, blue for should be/could be

   a. Pair off

   b. While person A reads his/her present situation responses, person B marks with red on profile sheet that he/she will have received, and connects the marks

   c. Person A then reads his/her should be/could be responses and person B records them on the sheet in blue and connects those marks

   d. When person A's profile is complete, the procedure is reversed so that person B's profile is developed

   e. When both parties have a completed profile, they are to explore together the similarities and differences between the two; each person should seek to clarify and understand the rationale of the other

7. Distribute blank profile sheets and direct the group to pair off and proceed with the preparation of their profiles. As they do so, circulate among them to be sure that the instructions are followed. It is ABSOLUTELY ESSENTIAL THAT EVERYONE USES RED FOR PRESENT SITUATION AND BLUE FOR SHOULD BE/COULD BE.

8. When a pair completes their respective profiles, indicate that they should proceed to talk about them.

9. When all pairs have had an opportunity to explore each other's profiles, collect all the profiles and indicate that the ETR will compile all the data into a COMPOSITE SCHOOL IMPROVEMENT PROFILE and it will be returned to your building so that it can be shared on February 22nd during the day-long planning session.

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B. PREPARATION OF COMPOSITE PROFILE*

Purpose: The preparation of the composite profile and its display in the school well in advance of the second assessment and goal-setting session provides an opportunity for the school staff to examine the data and discuss it under casual and informal circumstances. This "off the cuff" exposure to the information helps set the stage for the more formal assessment which is to come.

Material: Large newsprint pad, magic markers (red, blue, black), yardstick, red and blue pens, highlighter marker, collected individual School Improvement Profiles, transparent tape, masking tape.

Procedure:

1. Use a blank copy of the SSSP/School Improvement Profile to create your composite.

2. Using the blue pen, transfer the could be/should be data from the individual profiles to the large School Improvement Profile you have just drawn by placing tally marks at the appropriate places on the scale.

3. Compute the mean could be/should be score for each item. Then using the blue magic marker, transfer that data to the large scale profile by marking the mean score on each item and then drawing a line that connects each of those points.

4. Using the red pen, transfer the current situation data to the large profile by placing tally marks at the appropriate places on the scale.

5. Using the red magic marker, connect the lowest current situation points on each item with a line.

6. Using the red magic marker, connect the highest current situation points on each item with a line.

7. For each item, identify the point on the scale above which 70% of the current situation tallies appear.

8. Using the highlighter marker, shade in the areas on the profile represented by the high 70% of the current situation tallies.

9. On a large sheet of newsprint, place a key that explains the data on the profile, e.g.,

Red lines	High and lows of current situation
Blue lines	Average could be/should be
Shaded area	70% of current situation responses fall in this area

---

*This section is for informational purposes only. BAT members should review the procedures so they can explain to their staff how the composite profile is developed. Actual construction will be done by the Evaluation Department.

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10. Attach this large sheet of newsprint to the bottom of the composite profile with transparent tape.

11. Take completed Composite School Improvement Profile to the school and hang it in a place where staff are likely to see it (e.g., faculty lounge, next to mail boxes in office). Be sure to clear this with principal.

12. Beginning in the second semester your composite results will be interpreted by you and other staff members to develop priority goals and activities for the 1985-87 school years.

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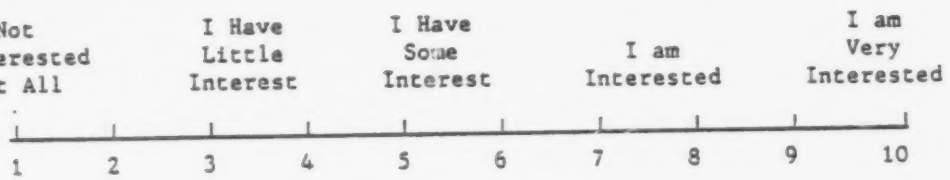
School: _____

SCHOOL IMPROVEMENT COMMITMENT SHEET

In order for any school improvement effort to be successful, it is essential that a substantial majority of the staff of that school (teachers and administrators) make a commitment to the effort. Information regarding the levels of investment present among the staff of a school is needed in order to make decisions about the time and resources that will be required to improve a given school.

Please indicate the level of your interest in pursuing the process of school improvement by placing an "X" at the appropriate place on the scale below:



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SCHOOL IMPROVEMENT COMMITMENT SHEET

- Explanation and Directions for Administering -

A substantial number of people need to be interested in investing time and energy into SSSP in order for it to work. It's important for all of us to assess our level of interest in the project at the beginning in order to know how to proceed.

After the entire process of assessing needs and completing the building profile is completed, then we need to survey the staff regarding their level of commitment to the project.

We are suggesting that you use the School Improvement Commitment Sheet on February 22, 1985.

The directions for administering this commitment sheet are as follows:

- Each staff member should receive a commitment sheet with instructions to complete the instrument immediately and return it to the BAT team member in charge.

- Staff should be told that their individual commitment sheet does not have to be signed--staff are to remain personally anonymous.

- The BAT team member in charge should compile the information on the attached Building Summary Sheets (see attached).

  --One summary sheet should be kept in the building to illustrate the level of commitment your building has.

  --Another copy of the summary sheet should be sent via inter-office mail to the Evaluation Department. A copy of this sheet will be sent to the appropriate assistant superintendent for his records. The due date for transmitting your summary sheet is February 25, 1985.

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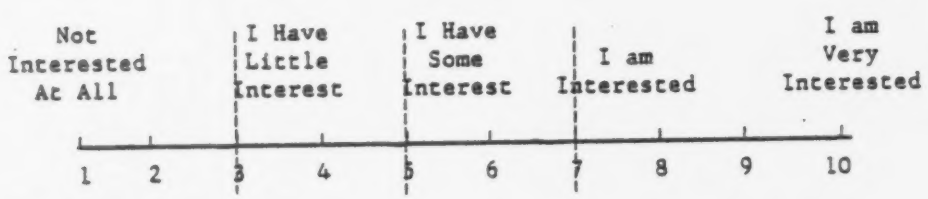
BUILDING SUMMARY SHEET

FOR

SCHOOL IMPROVEMENT COMMITMENT SHEET

In order for any school improvement effort to be successful, it is essential that a substantial majority of the staff of that school (teachers and administrators) make a commitment to the effort. Information regarding the levels of investment present among the staff of a school is needed in order to make decisions about the time and resources that will be required to improve a given school.

Please indicate the level of your interest in pursuing the process of school improvement by placing an "X" at the appropriate place on the scale below.



Building Name: _____

Number of Staff in Building: _____

Number of Staff Completing the Commitment Sheet: _____

	Number	Percent
• 1 to 3 inclusive	_____	_____
• More than 3 to 5 inclusive	_____	_____
• More than 5 to 7 inclusive	_____	_____
• More than 7 to 10 inclusive	_____	_____
TOTALS	_____	_____

NOTE: Please keep one copy of the summary in your building to share with the entire staff (and kept on file with the building principal) and send another copy via inter-office mail to the Department of Evaluation, Testing and Research.

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BACKGROUND MATERIALS ON PROCESS

FOR

BUILDING ASSISTANCE TEAMS

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Presenting Skills

When presenting or giving information, you have two basic objectives:

1. To make sure your intent is effectively communicated to the receiver.

2. To present your message in such a way that future communication will be helped and not hindered.

Things you can do to make sure your ideas and feelings are effectively communicated:

1. Be specific

   a. Give clear examples of what you mean
   b. Give your frame of reference
   c. Give assumptions you are making
   d. Give your intention in communicating
   e. Example: "Please bring materials to construct our visual aids -- two poster boards and four colors of felt-tipped markers.

2. Speak in the other person's language:

   a. Say things in such a way that the other person can relate to what you are saying.
   b. Make statements appropriate to other's frame of reference.
   c. Example: Your response to the question, "What problem are you working on?" would depend on who asked the question. A co-worker and a technical specialist would likely get different responses.

3. Don't give "mixed messages."

   a. Words and behavior should be consistent.
   b. Example: Telling someone you are interested in what he/she is saying but looking out the window while you are saying it is a mixed message.

4. Repeat your message.

   a. Communicate the same idea in slightly different ways
   b. Use pictures, gestures, writing, etc., to help
   c. Example: State your agenda, and write your agenda on chart paper.

5. Ask for feedback about how the other person is understanding your messages.

   a. Be aware of how the receiver is interpreting and processing your messages.
   b. Example: "Am I getting my point across, or do I need to elaborate?"

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Paraphrasing

Paraphrasing is restating the main points of what the other person said but not repeating the identical words the other person used. "Do you mean...." Let me see if I understand you." "Are you saying...? are all ways of paraphrasing. Paraphrasing allows the speaker to clarify and demonstrates that the listener is interested. Paraphrasing becomes one form of feedback in the communication process.

Effects of paraphrasing

1. Allows the speaker to clarify her points so that the listener can come closer to understanding the message which the speaker means to convey.

   a. It is not important to "get it right" when you paraphrase.

   b. A "miss" is still a good paraphrase because the speaker will usually respond by clarifying his meaning for you.

2. Demonstrates interest in the subject and respect for the speaker.

   a. You show that you care and are listening.

   b. You show that you are really trying to understand what the speaker is attempting to say.

When to paraphrase:

1. Whenever the speaker's meaning is unclear to you and/or others.

2. When a person is repeatinghimself and you want to let him know that you have got the message.

3. When you want to summarize (obtain closure) and move the discussion along.

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SITUATIONAL BARRIERS TO EFFECTIVE INTERPERSONAL COMMUNICATION

1. Perceptual Differences

We are not cameras or tape recorders. We see and hear through a set of perceptual screens based on our feelings and emotions, our motivation (goals, needs, defenses) at the given moment, and the concepts through which we give meaning to our experiences. It is important to realize that what an individual experiences at a given moment is based primarily upon what goes on inside him/her, the internal factors affecting perception, rather than what is happening outside in the external world. We experience only those aspects of the external world that are selected out by the internal determinants.

Most of us have developed our own set of concepts that we use to interpret others' behavior. These concept preferences are often related to our motivation. The concept "union rep" or "foreman" calls up an entire network of expectations about other characteristics of the person. This system may be so strong that it results in stereotyping and may remain quite unaffected by contradictory experiences. Defenses which we use to protect ourselves from disconfirming experiences are most likely to be called upon the closer we get to conceptual systems concerned with our self-perceptions (self-image) and our relationships with important others. Therefore, our tendency to act to maintain our self-image may decrease the accuracy of our perceptions.

Data from management research indicate that large perceptual differences have been found between individuals at different levels of the managerial hierarchy. When manager and subordinate pairs have been asked questions concerning obstacles standing in the way of the subordinates' performance, only 8 percent of the pairs were in agreement on more than half of the topics discussed.

Perceptions also differ substantially regarding the extent to which superiors use subordinates' ideas and opinions in problem solving on the job. Seventy-five (75) percent of foremen questioned in one study stated that they always or almost always get subordinates' ideas while only 16 percent of the foremen's subordinates had the same perception.

Part of the difficulty arises from authority and status differences which inhibit individuals from communicating freely with their superiors about important job matters. Thus, the different perceptions between subordinates and superiors are likely to remain differences without organizational processes such as QWL which directly address communication problems. Research has shown that superiors are more likely than subordinates to think that communications between them are good. Rensis Likert noted: "One reason for the lack of a consistent pattern between supervisory behavior as reported by the supervisor and the response of subordinates is the discrepancy that exists at times between what a supervisor says he does and his actual behavior. Often a supervisor may not be aware of this discrepancy and may actually believe he is doing what he reports." (New Patterns of Management, 1961)

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2. Emotional Blocks

When communication occurs between two people, feelings and emotions are frequently present to influence both the speaker and the listener. Frequently, neither person is consciously aware of this even when the feelings are intense. Sometimes the speaker does not talk about the feelings but sends nonverbal signals without realizing that others are perceiving them. There are two kinds of situations when emotional blocks are particularly prevalent:

a) Most of us have definite ideas about the ways certain things should be done and the way people ought to behave under given circumstances. When the message we receive is contrary to these ideas of what is right and proper, the feelings we have may distort or even block incoming messages. When such an interaction is emotionally charged, it may come to be perceived as a win-lose situation.

b) The second kind of situation is that in which the individual's self-esteem or self-image is perceived by him/her to be threatened. While the individual may be unaware of this, the emotional blocks go up and communication starts to break down and the individual becomes defensive. One major cause of defensive behavior is the feeling of being judged or evaluated. When people perceive that they are under attack or otherwise threatened, they may counter-attack. This may cause the other to feel threatened and become defensive and the communication is blocked at both ends. Another common reaction is to withdraw and close out the perceived threat. Essentially this means to stop listening or physically withdraw.

3. Erroneous Assumptions

We often make assumptions about how others think and feel. In many instances we make assumptions about others based on their observable behavior. Given many possible alternative explanations, it is easy to choose one which is wrong--one which the communicator did not intend.

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SAGINAW SUCCESSFUL SCHOOLS PROJECT

School Improvement Survey

CHART LEGEND

A. Bottom red line - lowest rating on present situation in school.

B. Top red line - highest rating on present situation in school.

C. Blue line - represents average rating for how my school should be and could be.

D. Yellow shaded area - represents point above which 70% of staff ranked the present situation at the school.

Analysis of Chart

1. Examine aspects that stand out or are worthy of note:

   a. examine where low present situation rank is and how many people are at that point.

   b. repeat for top present rank.

   c. note: high present situation sometimes is higher than the mean; if a few people rank the present situation high.

   d. look at the bottom point of the yellow shaded area; is this low or high?

   e. look at the difference between the 70% mark and the could be/ should be line. Is this a large area, or a small one?

   f. compare the data across the four areas:

      1) leadership/administration
      2) teamwork and communication
      3) school of effectiveness
      4) instructional effectiveness

   g. examine the individual questions and the correlation between similar ones.

   h. look for the highest concentration of numbers for the present situation ranking.

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SAGINAW SUCCESSFUL SCHOOLS PROJECT

SESSION #1, INTERPRETING BUILDING PROFILES AND SETTING PRIORITIES

The guidelines for this session are divided into four parts: Part I—Identifying Potential Areas of Improvement; Part II—Establishing Priorities; Part III—Force-Field Analysis; Part IV—Election of Planning Committee. This entire session is designed to be conducted in approximately 90 minutes.

Part I. Identifying Potential Areas of Improvement

Goal: To generate a list of potential school improvement topics.

Time Required: 25 minutes

Materials: Composite School Improvement Profile, newsprint, magic markers, easle, blank S.I.S. forms, guidelines for interpreting School Improvement Profile.

Process

1. Before meeting begins, hang the Composite School Improvement Profile in a prominent location at front of room.

2. Initiate meeting by describing the overall goals for this session (i.e., to select most important needs and to choose members of planning committee).

3. Describe the agenda for the session (i.e., the four parts of the session: Identifying Potential Areas of Improvement, Establishing Priorities, Force-Field Analysis, Election of Planning Committee).

4. Indicate that to identify potential areas for improvement we'll need first to look carefully at our composite. After having done that and having pulled out some potential areas for improvement, the group will consider whether there are other potential areas that might be added to the list.

5. Distribute copies of the Guidelines for Interpreting the School Improvement Survey to the participants and divide them into groups of five or six persons per group.

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6. After they are in groups, ask them to individually read over the guidelines and then by referring to the composite profile and the S.I.S., jot down what might be some potential areas of needed improvement. Indicate they'll have about five minutes.

7. While participants are at work, distribute magic markers and newsprint to each group. After five minutes or so, ask groups to compile lists of potential areas of needed improvement using a "round robin" approach (i.e., each member in turn offering one item, continuing until all members have shared their potential areas of needed improvement [about 10 minutes]).

8. After about 10 minutes or when groups appear finished, use the same round robin approach with the groups, eliciting potential areas of needed improvement one-at-a-time from each group in turn and eliminating duplications and redundancies. Post them on a master list using letters to designate each item. (The use of letters is important to avoid confusion in the establishment of priorities.)

9. After all items are posted, review the list and ask if there are any additional items that anyone would like to add. Include any such items on the master list.

Part II. Establishing Priorities

Goal: To determine the five most important topics in a list of potential school improvement needs.

Time Required: 30 minutes (including 15 minute break)

Materials: Master list of potential school improvement needs from Part I on newsprint; one copy of Establishing School Improvement Priorities sheet* for each participant, several additional copies for workshop leaders and a form entitled "Listing of Priority Goals for 1985-87 School Years."**

Physical Setting: Tables or chairs with writing arms

Process

1. The leader distributes the Establishing School Improvement Priorities sheet to each participant and asks the group to copy the items from the master list to their copies of the Priorities sheet, being sure to keep items in the order that they appear on the master list.

---

*Copy provided on page 35.

**Copy provided on page 37.

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2. The leader goes over the instructions on the priorities sheet, illustrating the procedure on a flip chart if desired.

3. After answering any questions about the instructions, the leader asks the group to complete the priorities sheet.

4. When all participants have completed the sheet, the leader collects them and announces a 15 minute break. While participants are on break, the leader tabulates the results using the following scoring system:

Ranking	Points
1	5
2	4
3	3
4	2
5	1

5. After participants return from break, the leader reports the results of the ranking. If the first and second ranked items are close in the scoring, the leader may wish to ask the group if those two could be combined in some manner.

6. The leader rewrites the item on a flip chart as a goal and proceeds to Phase III. In addition a copy of the prioritized goals are recorded on the "Listing of Priority Goals for 1985-87 School Years" on page 37.

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ESTABLISHING SCHOOL IMPROVMENT PRIORITIES

INSTRUCTIONS: Circle the letter of each of your five (5) highest priorities. Then rank-order only those five by placing an (X) in the appropriate box. 1=highest priority, 5=fifth highest

ITEM	1	2	3	4	5	T
A						
B						
C						
D						
E						
F						
G						
H						
I						
J						
K						
L						
M						
N						
O						
P						
Q						
R						
S						
T						
U						
V						
W						
X						
Y						
Z						

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SAMPLE*

STAFF DEVELOPMENT NEEDS ASSESSMENT SHEET FOR ESTABLISHING PRIORITIES

INSTRUCTIONS: Write in the needs statements from the consolidated list. Circle the letter for each of YOUR five (5) highest priorities. Rank-order those five by placing an "X" in the appropriate box. 1 = highest priority; 5 = fifth highest priority.

ITEM	1	2	3	4	5	Total
A Improve Communication						
(B) Computer use + awareness			X			3
(C) Community Public Relations				X		2
(D) Teaching Functional Independence	X					5
(E) Report Card Revision		X				4
F Curriculum Revision						
G Assertive discipline						
(H) Enrichment					X	1
I						
J						
K						
L						
M						
N						
O						
P						
Q						
R						

To score, assign weights in reverse order:

Items ranked 1 receive 5 points.
Items ranked 2 receive 4 points.
Items ranked 3 receive 3 points.
Items ranked 4 receive 2 points.
Items ranked 5 receive 1 point.

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* NOTE: This example is intended to be illustrative, not prescriptive.

School: _____

LISTING OF PRIORITY GOALS FOR 1985-87 SCHOOL YEARS*

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

*NOTE: Your building program plan consists of this listing of goals and the SSSP: Building Program Plan Summary (Revised) for each of your goals.

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Part III: Force-Field Analysis

Goal: To generate items that represent possible starting points for planning school improvement activities among a group of staff members.

Time Required: Approximately 25 minutes

Materials: Newsprint and magic markers for each group

Physical Setting: Tables with 5-6 chairs around each table, or movable chairs for all participants.

Process:

1. The leader explains Force-Field Analysis and gives examples.

2. The leader forms small groups of 5-6 participants each. Each group selects a recorder.

3. The leader instructs each group to arrange chairs so that group members are facing each other, gives each recorder newsprint and marker, and asks him/her to record all facilitating and inhibiting forces identified by the group.

4. The leader states the following rules:

   a. Seeking clarification of statements made by group members is permissible, but argument or debate is "outlawed".

   b. Groups need not seek to identify a facilitating force for every inhibiting force identified (and vice-versa).

5. The leader announces that the top priority need represents a goal statement that the groups are to use in their force-field analysis. The leader states that the groups have 10 minutes to identify the forces at work to facilitate and/or to inhibit the accomplishment of the goal.

6. After 10 minutes, the leader instructs the groups now to review the list of inhibiting forces that they have generated and to identify those that might be addressed through their school improvement project. Recorders should prepare a list of the items thus identified on newsprint. The leader states that the groups have five minutes for this task.

7. After five minutes, the leader reconvenes the total group. Recorders act as spokespersons for their groups in reporting the results of the force-field analysis. The leader develops a master list from the reports, eliminating duplicate or redundant items. This list represents the "starting point" for the planning committee when they meet to develop their school improvement plan.

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Part IV. Selecting a Planning Committee

This last step is the final activity in Phase II. The identification of the committee may be conducted in a variety of ways but certainly should take into consideration local norms for committee formation. The Building Assistance Team may conduct the selection if the staff is comfortable with that, however, the important element is to keep control and ownership of the process in the hands of the teachers. It is not necessary to have the Planning Commitee exactly identical to the Building Assistance Team. However, since BAT members have had training in how to conduct the building planning process, it is advantageous to include at least one member on the Planning Committee.

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SAGINAW SUCCESSFUL SCHOOLS PROJECT

SESSION #2, DEVELOPING BUILDING LEVEL PROGRAM PLANS

In this phase, your responsibility as a member of a Building Assistance Team is to provide technical assistance and support to the planning committee as they develop a school improvement plan based on the top priority needs identified. The specific nature and amount of assistance and support that you will need to provide will vary from school to school. In some schools the planning committee will need a great deal of guidance and help throughout the planning process; in other schools the committee will need to rely on you very little.

Included in this manual is a collection of planning worksheets that you and the planning committee will find useful. Whether you choose to use these particular sheets or not, it is essential that the completed plan contain all of the elements of a plan that will be explained in this session.

Two key principles are:

1. The greater the contact and interaction between the committee and the other members of the staff during the planning process, the more likely the plan will be acceptable to the total staff.

2. The successful implementation of the plan will rest heavily on its clarity and specificity.

When a plan is in final form, encourage the committee to circulate it among staff several days in advance of the staff meeting scheduled to review and act on it. While it is probably not essential that you do so, it may be helpful for you to serve as the facilitator for this meeting. Planning

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committees on occasion become so identified with "their plan" they they have a hard time listening to feedback nondefensively. What sometimes results is a "we-they" situation that quickly becomes nonproductive. As a facilitator you can help both the committee members and the other staff members stay focused on the task: arriving at a plan for school improvement that is acceptable to the staff in that building.

As a process for this meeting, you might consider the following outline:

1. Questions for clarification ...
2. Identification of concerns/problems with specific activities, etc...
3. Exploration of alternatives vis-a-vis concern/problem ...
4. Seeking agreement on preferred alternative (either origfnal or other) ...
5. Formal approval of total plan ...

The following pages contain the planning worksheets referred to above.

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A GUIDE TO UNDERSTANDING PERFORMANCE--OBJECTIVES

Interactive Needs Assessment

An Interactive Needs Assessment is a process used to identify discrepancies between the present status and desired status; that is, "what is" as compared to "what should be".

The purpose of doing an Interactive Needs Assessment is to find the educational needs within the building/department. The source materials for the Interactive Needs Assessment include: SIS Profile, CAT and MEAP testing results, outcomes of the 1983-85 Building Plan, etc.

Goals

Goals are broad statements of intent or purpose without reference to how they will be attained.

Writing Performance Objectives

Objectives--translate the identified needs into clearly defined specific statements.

Each objective must include:

1. The individual or individuals who will be behaving
2. What behavior is to be exhibited
3. State the objective of the behavior
4. The time frame
5. The technique to be used for measuring the behavior (How do we know that the behavior occurred?)
6. The criteria for success (How are we going to judge that this behavior was successful? This is often stated in percentage form.)

EXAMPLE #1

The Washington Elementary staff will establish and use a resource room during the 1979-1980 school year. The materials will be catalogued and organized according to level and subject area. Eighty-five (85) percent of the staff will use materials from the resource room.

Six Elements

1. Who--Washington Elementary Staff
2. Behavior--will establish and use
3. Object of Behavior--resource room
4. Time Frame--during the 1979-1980 school year
5. Measurement--materials catalogued and organized according to level and subject area
6. Criteria For Success--eighty-five (85) percent of staff will use the resource room

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EXAMPLE #2

Members of the community will become actively involved in school related activities during the 1979-1980 school year. The number of community participants will be recorded. Community participation will increase by seventy-five (75) percent.

Six Elements

1. Who--members of the community
2. Behavior--will become more actively involved
3. Object of Behavior--school related activities
4. Time Frame--during the 1979-1980 school year
5. Measurement--number of community participants will be recorded
6. Criteria For Success--community participation will increase by seventy-five (75) percent

**** R E M E M B E R ****

GOALS:

A goal is a statement of broad direction or intent that is general and timeless and is not concerned with a particular achievement within a specified time period.

OBJECTIVES:

An objective is a desired accomplishment that can be measured within a given time and under specifiable conditions. The attainment of the objective advances the system toward a corresponding goal.

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SSSP: PLANNING WORKSHEET #1

I. Our #1 school improvement goal this year is to: _____

_____

II. Some of the ways that we could tell the extent to which we had accomplished our goal are: _____

_____

_____

_____

_____

III. The key elements of some possible objectives for our school improvement project are:

A. Elements of one possible objective

1. Who: _____
2. Behavior: _____
3. Object of Behavior: _____

_____

4. Time Frame: _____
5. Measurement: _____
6. Criteria for Success: _____

B. Therefore, this objective can be stated as follows: _____

_____

_____

C. Elements of one possible objective

1. Who: _____
2. Behavior: _____
3. Object of Behavior: _____
4. Time Frame: _____
5. Measurement: _____
6. Criteria for Success: _____

D. Therefore, this objective can be stated as follows: _____

_____

_____

IV. Repeat III above as many times as necessary.

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SSSP: PLANNING WORKSHEET #2

There are a large number of possible activities, events, and tasks that the school staff might engage in or work at to achieve the objectives that have been developed.

I. OBJECTIVE: _____

A. Some ideas about possible activities are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

B. Some of these activities would need to occur before others. The best sequence for these activities would be:

1. Activity _____
2. Activity _____
3. Activity _____
4. Activity _____
5. Activity _____
6. Activity _____

II. OBJECTIVE: _____

A. Some ideas about possible activities are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

B. Some of these activities would need to occur before others. The best order for these activities would be:

1. Activity _____
2. Activity _____
3. Activity _____
4. Activity _____
5. Activity _____
6. Activity _____

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FORMS NEEDED TO COMPLETE SSSP BUILDING PROGRAM PLANNING PROCESS

The two required forms and an example are described below with the documents attached.

I. Listing of Priority Goals for the 1985-87 School Years

Purpose: To list the top goals addressed by your building's program plan in rank order of importance (1 = top priority goal and so forth).

Number of Copies: One copy is attached.

II. SSSP: Building Program Plan Summary (Revised)

Purpose: To list multiple activities and events related to a particular objective that relates to one of your building's priority goals.

Number of Copies: Four copies are attached but please duplicate when more are needed.

III. Sample

Purpose: To illustrate how to use the forms. Please note that the SSSP: Building Program Plan Summary can be used for numerous activities aimed at addressing a single objective. In our example, the resource room and inservice objectives are tied to priority goal #1 = Increase Instructional Effectiveness.

Number of Copies: Three sheets are attached.

Building program plans are due on or before May 6, 1985 to your assistant superintendent.

School: _____

LISTING OF PRIORITY GOALS FOR 1985-87 SCHOOL YEARS*

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

*NOTE: Your building program plan consists of this listing of goals and the SSSP: Building Program Plan Summary (Revised) for each of your goals.

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School: _____

Reference to Goal # on Priority Sheet: _____

SSSP: BUILDING PROGRAM PLAN SUMMARY (REVISED)

Objective: _____

_____

Activities, Events, Etc.	Dates	Expected Outcomes	Evaluation Methods	Key Person(s)	Cost

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SAMPLE

School: Washington Elementary

LISTING OF PRIORITY GOALS FOR 1985-87 SCHOOL YEARS*

1. Increase instructional effectiveness.

2. Provide for more open and candid communication among teachers.

3. Improve administrator/teacher relationships.

4. Improve expectations of students.

5. Improve basic skills achievement in reading and mathematics.

6.

7.

*NOTE: Your building program plan consists of this listing of goals and the SSSP: Building Program Plan Summary (Revised) for each of your goals.

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School: Washington Elementary
Reference to Goal # on Priority Sheet: 1

SSSP: BUILDING PROGRAM PLAN SUMMARY (REVISED)

Objective: The Washington Elementary staff will participate in a planned inservice program during the 1985-87 school years. The inservice program will focus on ITIP principles and their application. Ninety percent of the staff will participate in four of six inservice sessions.

Activities, Events, Etc.	Dates	Expected Outcomes	Evaluation Methods	Key Person(s)	Cost
Inservice: Essential Elements of An Instructional Lesson Plan	10/15/85	Knowledge of essential elements	Paper and pencil test	ITIP team	$6.00 for donuts
Inservice: Time on Task	2/11/86	Statement of four ways to increase time on task	Clinical supervision of each staff member by principal	ITIP team and principal	$6.00 for donuts
Inservice: Principles of Motivation and Their Application	4/15/86	Statement of how each teacher will use motivation in the next two weeks	Clinical supervision of each staff member by principal	ITIP team and principal	$6.00 for donuts
Inservice: Principles of Transfer and Their Application	9/16/86	Statement of how each teacher will use transfer in the next two weeks	Clinical supervision of each staff member by principal	ITIP team and principal	$6.00 for donuts
Inservice: How to Provide for Guided Practice	12/9/86	Statement of how each teacher will use guided in the next two weeks	Clinical supervision of each staff member by principal	ITIP team and principal	$6.00 for donuts
Inservice: Closure	2/10/87	Statement of how each teacher will use closure in the next two weeks	Clinical supervision of each staff member by principal	ITIP team and principal	$6.00 for donuts
Inservice: Bloom's Taxonomy	4/14/87	Be able to state the appropriate taxonomy level for the lesson they will teach in the next four weeks	Clinical supervision of each staff member by principal	ITIP team and principal	$6.00 for donuts

SAMPLE

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School: Washington Elementary
Reference to Goal # on Priority Sheet: 1

SSSP: BUILDING PROGRAM PLAN SUMMARY (REVISED)

Objective: The Washington Elementary staff will establish and use a resource room during the 1985-87 school years. The materials will be catalogued and organized according to level and subject area. Eighty-five percent of the staff will use materials from the resource room.

Activities, Events, Etc.	Dates	Expected Outcomes	Evaluation Methods	Key Person(s)	Cost
Purchase of shelves for materials and associated hardware (e.g., card catalogue, additional resource materials, etc.)	10/85 - 3/86	Shelves installed and associated hardware in place by the end of March, 1986.	Check of purchase and work orders.	Principal plus J. Kellogg and P. Hill	$400.00
Catalogue materials in the areas of reading, mathematics, science, and social studies.	10/85 - 9/86	Card for each teaching resource grouped by major subject area, plus at least one or more subdivisions.	Random check of shelved materials and card catalogue.	Reading-A. Wells Math-P. Ware Science-K. Ralls Soc. St.-Z. Roe	None
Explain organization and use of resource room during October staff meeting.	10/86	Understanding by teaching staff of the organization and use of resource room.	Completed worksheet on search for materials on a topic of the teachers own choice by 90% of the staff.	Z. Roe and K. Ralls	None

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